

KNIGHTSVILLE ELEMENTARY

847 Orangeburg Road
Summerville, SC 29483

GRADES PK-5 Elementary School

ENROLLMENT 918 Students

PRINCIPAL Lorraine O. Powers 843-873-4851

SUPERINTENDENT Joseph R. Pye 843-873-2901

BOARD CHAIR Bufort Blanton, Jr. 843-873-2901

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

11

Good

65

Average

12

Below Average

0

Unsatisfactory

0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

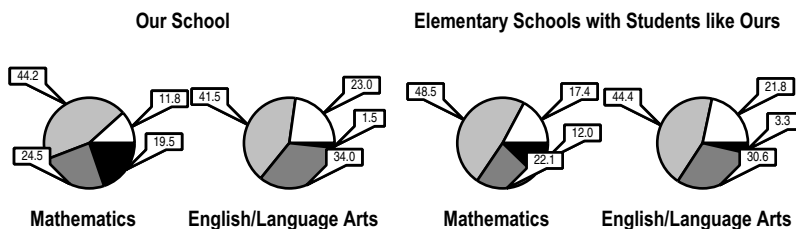
FOR MORE INFORMATION, VISIT WEBSITES AT:




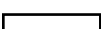
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	67	167	87
Percent satisfied with learning environment	85.9%	77.1%	87.2%
Percent satisfied with social and physical environment	83.3%	80.6%	69.0%
Percent satisfied with home-school relations	75.4%	83.5%	88.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	509	98.0	23.0	41.5	34.0	1.5	35.5	17.6
Gender								
Male	258	98.4	28.7	41.7	28.3	1.3	29.6	17.6
Female	251	97.6	17.0	41.3	39.9	1.8	41.7	17.6
Racial/Ethnic Group								
White	376	97.9	21.2	38.3	38.3	2.1	40.4	17.6
African-American	123	98.4	30.2	50.0	19.8	N/A	19.8	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	443	98.6	17.2	43.0	38.0	1.8	39.7	17.6
Disabled	66	93.9	62.1	31.0	6.9	N/A	6.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	509	98.0	23.0	41.5	34.0	1.5	35.5	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	508	98.0	22.9	40.9	34.6	1.6	36.2	17.6
Socio-Economic Status								
Subsidized meals	228	96.5	36.6	43.8	19.1	0.5	19.6	17.6
Full-pay meals	281	99.3	12.7	39.8	45.2	2.3	47.5	17.6

Mathematics								
All students	509	97.6	11.8	44.2	24.5	19.5	44.0	15.5
Gender								
Male	258	97.3	11.7	46.8	23.4	18.2	41.6	15.5
Female	251	98.0	11.9	41.6	25.7	20.8	46.5	15.5
Racial/Ethnic Group								
White	376	97.6	9.9	40.8	26.2	23.0	49.3	15.5
African-American	123	97.6	18.9	54.7	17.0	9.4	26.4	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	443	98.4	7.0	44.9	26.3	21.8	48.1	15.5
Disabled	66	92.4	44.8	39.7	12.1	3.4	15.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	509	97.6	11.8	44.2	24.5	19.5	44.0	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	508	97.6	11.8	43.4	24.9	19.8	44.8	15.5
Socio-Economic Status								
Subsidized meals	228	95.6	20.2	49.5	18.2	12.1	30.3	15.5
Full-pay meals	281	99.3	5.4	40.2	29.3	25.1	54.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	158	N/A	14.4	34.6	47.7	3.3	51.0
	Grade 4	149	N/A	22.2	39.6	38.2	N/A	38.2
	Grade 5	176	N/A	20.7	57.4	21.3	0.6	21.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	157	97.5	12.5	33.1	50.7	3.7	54.4
	Grade 4	171	99.4	18.2	45.5	35.7	0.6	36.4
	Grade 5	181	97.2	36.2	44.8	18.4	0.6	19.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	158	N/A	15.0	48.4	19.6	17.0	36.6
	Grade 4	149	N/A	20.1	38.9	23.6	17.4	41.0
	Grade 5	176	N/A	24.9	42.0	15.4	17.8	33.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	157	97.5	10.9	39.4	29.2	20.4	49.6
	Grade 4	171	97.7	3.2	45.5	22.7	28.6	51.3
	Grade 5	181	97.8	20.5	47.0	22.3	10.2	32.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 918)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.6%	No change	3.1%	2.4%
Attendance rate	94.9%	Down from 95.7%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	20.3%	Down from 20.6%	17.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.3%	Up from 4.4%	8.7%	8.0%
Older than usual for grade	0.8%	Down from 1.3%	0.9%	1.1%
Suspended or expelled	5.3%	Up from 2.3%	0.0%	0.0%

Teachers (n= 64)				
Teachers with advanced degrees	45.3%	Down from 46.3%	49.1%	50.0%
Continuing contract teachers	87.5%	Down from 94.0%	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.2%	Up from 85.5%	87.7%	86.2%
Teacher attendance rate	94.3%	Up from 93.6%	95.6%	95.3%
Average teacher salary	\$39,676	Up 2.3%	\$40,044	\$39,909
Prof. development days/teacher	12.0 days	Up from 10.3 days	11.4 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	18.6 to 1	Down from 18.8 to 1	19.2 to 1	18.9 to 1
Prime instructional time	87.6%	Down from 88.7%	90.2%	89.7%
Dollars spent per pupil*	\$5,775	Up 9.3%	\$5,789	\$5,892
Percent spent on teacher salaries*	64.5%	Up from 62.6%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Down from 99.7%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Knightsville Elementary School has a time-honored tradition of creating lifelong learners who are able to meet the challenges of the future. In the pursuit of this goal, Knightsville has achieved recognition as a Blue Ribbon School of Excellence and a Flagship School of Promise. The faculty and students at Knightsville have also been honored with the South Carolina Exemplary Reading and Writing Award as well as been named as a finalist for the Palmetto's Finest Award. Our tradition of excellence continues to influence everything that we do at Knightsville. This year our diverse student population exceeded 1021 with the expectation of continued rapid growth in the area.

We continually work together to create an environment in which our children will reach their highest potential. While we have had much success in a variety of areas, we must put programs in place that will help us improve our PACT scores. We will continue to enhance our instructional program by offering classes in Best Practices for our teachers and by having unencumbered monthly opportunities to plan effective instruction focused on South Carolina standards. Our plans for the 2003-2004 school year include instituting a Literacy Model that will span all grade levels and all subject areas. The establishment of small fifteen-to-one classes in second through fifth grades, small class sizes in first, teaching explicit phonics in kindergarten through fifth, teaching assistants in second and third working with special needs students, a Title One teacher working with small groups of fourth and fifth graders, and our Triple R program in kindergarten are all strategies that we will implement to help improve test scores. Two technologically up-to-date computer labs allow students to practice math and reading skills, experience PowerPoint, conduct research, use the Internet, and develop computer literacy skills. The computer labs also provide teachers with programs that help to diagnose the individual needs of all students. Programs such as after School Enrichment, Kiwanis Terrific Kids, JAG Club (male mentoring), Jagettes (female mentoring), Jump Rope for Heart, Relay for Life, Dr. Seuss Day, PTA Talent Show, Field Day, as well as our special "A" Honor Roll Assembly and other awards celebrations are some of the extra activities that enable us to create a well balanced school.

The administration, faculty, and staff are committed to providing a learning environment that is equal to the very best anywhere. When students work to the very best of their ability, and parents continue to support their children and the school, there is no doubt that excellence will be achieved.

Lorraine O. Powers, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.